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ABSTRACT

The Living Library is a library where students can check out classroom pets as well as books. This guide describes the installation and implementation of a Living Library. The guide is presented in the following 10 sections: (1) a description of and rationale for a Living Library; (2) an implementation timeline developed for the intermediate school student; (3) a daily pet care checklist; (4) parental permission forms in both English and Spanish; (5) a lesson plan to identify similarities and differences between living and inanimate objects; (6) a lesson plan involving a language arts game; (7) a sample of a student's writing; (8) a resource list for guest speakers, audiovisuals, basic equipment and supplemental materials; (9) a bibliography containing 25 citations; and (10) a supplementary reading list containing 29 book titles arranged by grade level, with 3 book titles in Spanish. (MDH)

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THE LIVING LIBRARY

BY

JIM GRIFFIN

from the

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Idea Catalog

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The Living Library

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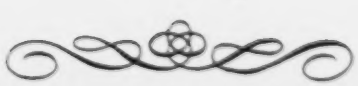


EVERYTHING YOU WANTED TO KNOW ABOUT THE LIVING LIBRARY BUT WERE AFRAID TO ASK

1. What is the Living Library?

   The Living Library is a library where students check out classroom pets as well as books. Children read about and care for pets both in school and at home.

2. Why is the Living Library important to children?

   A child who associates with pets can receive unqualified love, feel accepted, develop unselfish sensitivities, obtain positive self-esteem, and learn in an uninhibited and healthy manner.

3. How can the Living Library benefit students in a classroom setting?

   Students can learn about living organisms and develop a responsibility for classroom pets. Pets can be a motivational tool for all learning styles and abilities. Even the most reluctant learner may become enthusiastic when a lesson is enlivened by a classroom pet.

4. How can the Living Library become part of an instructor's curriculum?

   The Living Library can be used in all areas of the school curriculum. Writing and research skills become more enjoyable when the subject is a topic of interest, such as a favorite pet or animal. Pet discussions provide information on animal-related careers. Geography and history lessons introduce a timeline of how animals once performed tasks now done by machines. Students calculate the amount of time and money needed to care for a pet. The instructional possibilities are endless. The only prerequisite is ones imagination.

5. Is the Living Library a costly project?

   Once the pets, pet books, and their living quarters and supplies have been purchased, the only ongoing cost would be pet food.

6. How will classroom pets be cared for during long week-ends and holidays?

   Some children are natural pet owners. Assign classroom pets to your most reliable students during vacations and holidays. With permission from a parent or two, your worries will be over!

7. How do you know when a child is ready to care for a classroom pet at home?

Wait three or four weeks into the project before students check out classroom pets. Observe children who seem sensitive to the care and handling of classroom pets. Select these children first. A mouse, frog, or goldfish can be an excellent take-home pet for a child who needs to develop responsibility.

8. How safe are classroom pets?

As long as you select healthy, domesticated pets and practice good sanitary procedures, you should not have a problem raising pets in the classroom. A local pet shop owner or veterinarian are good people to know. The death of a classroom pet will not be a pleasant experience, but can provide students with a better understanding of the life cycle of living organisms.

9. Suppose the Living Library does not work?

If checking out a pet for a home visitation frightens you, continue to care for and feed pets in school. Students can learn many concepts and enjoy taking care of pets in the classroom.

10. Why is the Living Library so successful?

The natural attraction children have for animals and the unconditional affection that a pet can offer creates an ideal basis on which to build a motivational program.

11. Should consideration be made in selecting pets for a particular age group?

Yes, pets that are easily cared for are best suited for younger grade children. (For example: fish, mice, frogs and tadpoles) Pets which require greater care and demand responsible behavior are better for older children. (For example: birds, guinea pigs, and rabbits)

IMPLEMENTATION TIMELINE

The implementation timeline is based upon a project developed for the intermediate elementary school student. Initial lessons of the Living Library establish values for the children as they associate with class pets. Each child must develop a complete understanding of the importance of caring for a pet prior to assuming the responsibility of pet care.

Week 1 - Introduce classroom pets. Discuss key terms - trust, respect, responsibility, and sensitivity in relation to the Living Library. Demonstrate proper care and handling of pets. (Note: The selection of class pets should be at the discretion of the instructor.)

Week 2 - Develop a class reference chart for feeding and cleaning pets. Proper sanitary conditions are essential. Assign two or three students to care for pets daily. (The first two lessons in the dissemination packet are excellent introductory activities.)

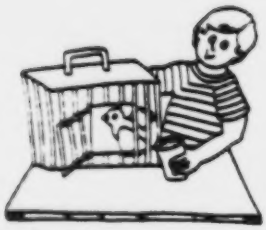
Week 3-4 - Emphasize the proper care of classroom pets, reiterating key terms used in initial lessons. Provide each student the opportunity to care for pets.

Week 5 - The care and handling of classroom pets will become second nature with students. Begin to assign pets for home visitations with parental consent. Design a monthly calendar so each student will know in advance the weekend in which he/she will be the responsible pet caretaker.

Week 6-36 - Incorporate the Living Library into all aspects of the school curriculum. The following list provides activities which will enhance subject area lessons.

Art	- Origami, classroom pet dioramas, puppets, pet mobiles...
Health	- Proper nutrition and sanitary conditions, animal reproduction...
Language Arts	- Reading for pleasure (books and magazines), creative writing, poetry, study skills, research, vocabulary bingo, animal alphabet...
Mathematics	- Graphs (pet growth, maintenance costs, favorite pets), metric measurements...
Music	- Sing alongs (songs with animal-related lyrics), charades...
Science	- Ecology, conservation, wildlife preservation, nature films and videos, fieldtrips...
Social Studies	- Animal husbandry careers, technology (from animal to machine), food production...

THE LIVING LIBRARY



Feed your pet every day. Make sure it has fresh water.

Give your pet a warm place to sleep.

DAILY PET CARE CHECKLIST

1. I fed my pet. ☐
2. I gave my pet clean water. ☐
3. I gave my pet a good place to sleep. ☐
4. I made sure my pet was safe. ☐
5. I was gentle with my pet. ☐
6. I gave my pet lots of love and attention. ☐

Always keep your pet safe.

Be gentle with your pet.

Give your pet lots of love and attention.

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Dear Parent(s),

Our class is working on a project called The Living Library. The Living Library provides students the opportunity to learn how to properly care for and handle pets. Classroom lessons will help students develop trust and responsibility, and learn respect and sensitivity toward animals as well as people.

Your child will be permitted to check out a pet and its supplies for a weekend during the school year. Please check to see that your child provides a safe environment and follows the Daily Pet Care Checklist. The pet will then be returned on Monday or the next school day. Remember, responsibility is the key in having a happy and healthy pet. If you have any questions, please feel free to contact me at school. Our school telephone number is _____.

Thank you for your cooperation,

(classroom teacher)

. . . . . .

Dear _____,
(classroom teacher)

I give permission for my child, _____ to check
(child' name)

out a pet from The Living Library. I will help my child understand the

responsibility of taking care of a pet.

X_____
(parent's signature)

The classroom pet that will be checked out

to _____ will be the
(child's first name)

_____.
(kind of pet)

Pet's name:_____

Weekend of:_____

Estimados padres:

Nuestra clase está trabajando en un proyecto llamado La Biblioteca Viviente. Esta Biblioteca Viviente les da a los niños la oportunidad de aprender todo lo relacionado con el cuidado de animalitos caseros (pets). Lo aprendido en el aula ayuda a los alumnos a desarrollar confianza en si mismos y responsabilidad, así como a respetar la sensibilidad de personas y animales.

A su hijo(a) se le permitirá llevar un animalito (pet) a casa y todo lo que el animalito necesite, por un fin de semana durante el año escolar. Por favor, asegúrese de que el animalito va a estar en un lugar apropiado y de que su hijo(a) sigue las instrucciones recibidas en la escuela para el cuidado del mismo. El animalito será devuelto a la escuela el próximo día de clases. Recuerde, el sentido de responsabilidad es la clave para tener un animalito feliz y saludable. Por favor, si tiene alguna duda, póngase en contacto conmigo en la escuela.
Teléfono de la escuela:_____

Gracias por su amabilidad,

(Maestro del aula)

. . . . . .

Estimado _____,
(Maestro del aula)

Le doy permiso a mi hijo(a), _____ para que
(nombre del alumno-a)

saque un animalito de la Biblioteca Viviente. Ayudaré a mi hijo(a) a comprender las responsabilidades concernientes al cuidado de un animal.

X_____
(Firma de los padres)

El animal que será entregado a

_____
(nombre del niño-a)

será un-a_____.
(clase de animal)

Nombre del animal:_____

Fin de semana de:_____

Lesson Plan 1

Objective(s): Students will be able to observe noticeable similarities and differences in both inanimate objects and living organisms.

Vocabulary: alike, same, similar, not alike, different, differences, group together, classify, common, characteristic(s).

Materials: A wide range of available items can be used such as various writing and drawing tools, paper products, school supplies, textured items, household objects, and classroom pets.

Length of lesson: Approximately thirty minutes

Activity: The materials collected should be placed in a location for all students to view. Teacher will start the activity by asking students to select two or more items that have at least one common characteristic. Each student will use their own knowledge to determine now these items can be compared. The shape, size, color, texture, and weight are all possible solutions in the classification of the given objects. Once objects have been compared by their common characteristics, ask students to identify ways in which these items or objects differ. The activity is an excellent ice breaker to allow all students a chance to participate. Finally, review vocabulary.

Lesson Plan 2

Objective(s): Students will learn and understand pertinent vocabulary terms pertaining to The Living Library.

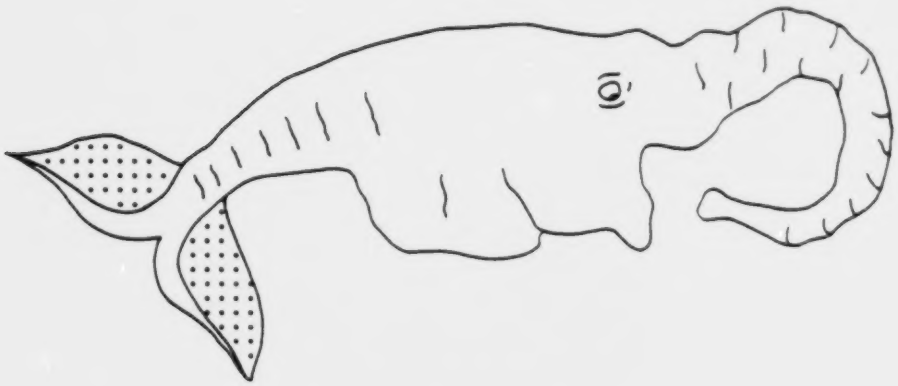
Vocabulary: hermit crabs, goldfish, tropical fish, frogs, toads, turtles, snakes, lizards, parakeets, canaries, cockatiels, finches, parrots, mice, rats, hamsters, gerbils, guinea pigs, rabbits, dogs, cats, love, attention, safe, gentle, trust, respect, responsibility, kind, and sensitivity.

Length of lesson: Approximately thirty minutes

Materials: Apple IIe computer and printer, Print Your Own BINGO Plus computer disk by Hartley, and beans or chips as bingo card markers.

Activity: Teacher will have created BINGO cards prior to lesson. Students will play BINGO. Five words vertically, horizontally, or diagonally and your a winner! The game can be part of a Language Arts or Science lesson.

Directions: You will not find this creature at the zoo, or in a pet shop or your own backyard. You will not find this creature in an encyclopedia. This creature exists only in your imagination. Design a creature that is a combination of <u>two</u> animals you already know. An example is a dogaphant or a girabbit. Give your new creature a name. Write a paragraph telling about the exciting things that your creature can do.



The Elewhale

by John Bartlett
Grade 5

The elewhale is a creature born in the deep depths of the Pacific Ocean. It is the size of two 747 airplanes. Its enormous ears make it possible to fly. The back tail acts as a rudder. Its flying ability interferes with commercial airliners. Also, the elewhale has been mistaken for a UFO.

The elewhale's worst enemy is the electrical wire. When it swoops down on peanut fields to eat, its ears get shocked and the elewhale dies.

RESOURCE LIST

I. Guest speaker(s)

Guest speakers and fieldtrips can be arranged by contacting a local veterinarian or pet shop owner.

II. Audiovisuals

Films and videos are excellent audiovisuals. (National Geographic, Walt Disney, Audubon, etc.)

III. List of basic equipment and supplies

The following items are based upon the cost at one pet shop and may vary from pet shop to pet shop.

A.	Tropical fish and goldfish	
	1.) 10 gallon aquarium and supplies	$49.99
	2.) fish	.79 and up
	3.) food (small container of fish food)	1.69
B.	Frogs, toads, small turtles, snakes, and lizards	
	1.) terrarium (Pals Pen by Hagen)	$18.99
	2.) amphibians and reptiles	2.99 and up
	3.) food (live or frozen worms and insects)	1.09
C.	Finches, canaries, and parakeets	
	1.) cage and supplies	$21.99
	2.) birds	11.99 and up
	3.) food (bird seed per pound)	.89
D.	Small parrots and cockatiels	
	1.) cage and supplies	$32.99
	2.) birds	59.99 and up
	3.) food (bird seed per pound)	.99
E.	Mice, rats, gerbils, and hamsters	
	1.) cage and supplies	$23.99
	2.) small mammals	1.69 and up
	3.) food (small mammals food per pound)	.79
F.	Guinea pigs and rabbits	
	1.) cage and supplies	$31.99
	2.) mammals	19.99 and up
	3.) food (guinea pig and rabbit food per pound)	.89

Note: It is recommended that the fish, amphibians, reptiles, and small mammals be transported home in plastic PALS PENS by Hagen. Extra large - $18.99, Large - $14.99, Medium - $8.99, and Small - $4.99.

G. Pet books - price range $5.99 - $10.99

IV. Supplemental Materials

A. Origami Paper - $4.99 per packet (Drago or ABC School Supplies)
B. PRINT Your Own Bingo Plus computer software $49.95
Hartley Courseware, Inc. 1-800-247-1380

BIBLIOGRAPHY

1. McPherson, Mark, Choosing Your Pet, Troll Associates, Copyright 1985

2. Yasutomo & Company, Niji Origami Book

3. T.F.H. Publications, Inc.
211 West Sylvania Avenue
Neptune City, New Jersey 07753

Titles:
All About Lizards
Breeding Guinea Pigs
Budgerigars (parakeets)
Canaries
Cat Care
Dogs (A Complete Introduction)
Frogs & Toads (A Complete Introduction)
Gerbils
Goldfish
Hamsters
Hermit Crabs
Mice
Parrots
Rabbits (A Complete Introduction)
Rats
Snakes
Taming and Training Cockatiels
Tropical Fish
Turtles
Zebra Finches

Note: There are many other adequate pet books which can be located at any local pet shop, bookstore, or library.

4. Periodicals

Your Big Backyard - National Wildlife Federation
Ranger Rick - National Wildlife Federation
Audubon

SUPPLEMENTAL READING

Easy/Primary Reading

Duvoisin, Petunia
Gackenbach, Claude the Dog
Hoff, Syd, Happy Birthday, Henrietta
Howe, James, The Fright Before Christmas
Lillegard, Dee, Sitting in My Box
Lionni, Alexander and the Wind Up Mouse
Martin, Foolish Rabbit's Big Mistake
McCloskey, Robert, Make Way for Ducklings
Rey, H.A., Curious George

Intermediate Elementary Reading

Aesop, Aesop's Fables
Armstrong, William, Sounder
Atwater, Mr. Popper's Penguins
Cleary, Henry and Risby
Grahame, Kenneth, The Wind and the Willow
Lawson, Rabbit Hill
O'Brien, Robert, Mrs. Frisby and the Rats of NIMH
Pevsner, Stella, Me, my Goat, and my Sister's Wedding
Wallace, Bill, Ferret in the Bedroom, Lizards in the Fridge

Junior High/Middle School Reading

Cooper, Susan, The Grey King
George, Jean Craighead, Julie of the Wolves
Henry, King of the Wind
Henry, Misty of Chicoteaque
Lippincott, Joseph Wharton, The Wahoo Bobcat
North, Sterling, Rascal
O'Brien, Robert, Mrs. Frisby and the Rats of NIMH
White, E.B., Stuart Little

Senior High School Reading

Adams, Watership
Melville, Moby Dick
Orwell, Animal Farm

Foreign Language Reading (Spanish)

Kwitz, Mary de Ball, La historia de la Pollita (primary)
Rey, H.A., Jorge el Curioso (primary)
Tresselt, Alvin, El viejo y el Tigre (primary)